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ABSTRACT

This report of a survey of 1100 full- and part-time Alabama junior college faculty and administrators can be used as a model to measure junior college professional personnel's educational backgrounds, and to assess their needs and desires for furthering their professional and/or graduate education. A complete survey questionnaire is included. (CA)

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AN ANALYSIS OF EDUCATIONAL STATUS, NEEDS, AND ASPIRATIONS OF PROFESSIONAL PERSONNEL IN ALABAMA JUNIOR COLLEGES

JC 710 163

Final Report of the Study

June 30, 1971

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 21 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Prepared by

Paul K. Preus

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Richard Cooper, a graduate assistant, contributed a great deal in the preparation and distribution of the questionnaire instrument. This instrument contains a number of items used previously in studies by Eric Mills of Florida Junior College at Jacksonville and earlier by Herbert Maccoby of the Center for the Study of Higher Education, the University of California, Berkeley.

Graduate assistants Wiley G. Hartzog, vocational education; Jerome Wilkerson and Jerry O. Reaves, industrial engineering, wrote computer programs for processing the data into managable form. Typing and collating reports was efficiently accomplished by the project secretary, Laural Snowden.

Financial support for this study was furnished by the Auburn University Research Grant-in-Aid Fund. Significant contributions of time and services were made by all members of the Junior College Leadership Development staff.

The contributions of all these co-workers is acknowledged with gratitude.

E. B. Moore, Jr.

Paul K. Preus

Charles A. Atwell

AN ANALYSIS OF EDUCATIONAL STATUS NEEDS, AND ASPIRATIONS OF PROFESSIONAL PERSONNEL IN ALABAMA JUNIOR COLLEGES

FINAL REPORT

Introduction

In cooperation with Alabama junior colleges and supported by a Grant-in Aid from Auburn University, a study of the educational status, education needs and aspirations, and certain demographic characteristics of professional personnel of Alabama junior colleges was completed during the academic year 1969-70. The specified purposes of the project were:

1. To investigate the demographic characteristics of professional personnel employed in Alabama junior colleges.
2. To determine the present positions and previous educational and/or work experiences of Alabama junior college personnel.
3. To determine educational attainments of professional personnel of Alabama junior colleges.
4. To assess needs, intentions and aspirations of junior college professional personnel for further graduate education.

Procedures

The population studied consisted of faculties and administrators of the seventeen public and five private junior colleges in Alabama. A list of participating institutions is contained in Appendix A. Including both full and part-time personnel, the total population was estimated to number 1100. Data were gathered by means of a questionnaire instrument (See Appendix B) distributed to the colleges during April, 1970. Questionnaires were returned by mail directly to the investigators at Auburn University. Usable returns numbered 801, approximately a seventy-three per cent return. This tabulation of frequencies for the total respondent group appears in Appendix B. Each participating college has received a tabulation of frequencies of responses from its faculty (Appendix C).

Findings of the Study

Demographic Characteristics

Of 801 respondents,91 per cent (739) were full-time employees of their junior colleges. Of these, 84 per cent (590) were instructors, nine per cent (64) were administrators, three per cent (24) were counselors, and four per cent (26) reported assignments divided among two or all of the above categories. The part-time personnel responding included fifty-seven instructors, four administraors and one counselor.

The average age of the respondent was 39. Seventy-five per cent were married. Twenty per cent (158) had been enrolled in junior colleges. Of the 62 per cent (494) males surveyed, 48 per cent (239) had served in the armed forces. Twenty-six per cent (213) had belonged to a college fraternity or sorority.

The population appeared to be preponderantly "local" in both education and professional experience. A large proportion (60 per cent) had earned their highest degrees in Alabama educational institutions, principally (56 per cent) in the public universities. Another twenty-one per cent had received degrees from institutions in the southeastern United States. Of 1554 degrees reported, 60 per cent (931) were earned in Alabama institutions, 21 per cent (331) in other southeastern colleges and universities and nine per cent (292) in institutions outside the southeastern United States. Ninety per cent (718) had taught only in Alabama junior colleges while an additional four per cent (31) had taught in two-year colleges in other southeastern states.

Professional characteristics

Eighty-eight per cent (702) of the respondents had taught in only one junior college, obviously the one in which they were currently employed. An additional ten per cent (80) were in their second junior college position. The median tenure of the respondents was four years. Slightly over 56 per cent (451) reported teaching or administrative experience in the public schools, while thirty-one per cent had worked in four-year colleges or universities. Nine per cent (73) reported "teaching" as a primary assignment in industry or the armed forces.

In all, 714 individuals responded to a series of items concerned with the subject areas of their highest degrees and of their teaching (or other) assignments. These responses indicated that 70 per cent were teaching in their major fields of preparation.

Responses to a companion series of items revealed that of 560 respondents who indicated they had taken graduate work beyond "your highest degree" 411, or 74 per cent, had enrolled for work in the area of their primary assignment.

The questionnaire structure provided the capability of determining the extent of congruence of these three factors, assignment - highest degree - graduate study beyond highest degree. However, available resources were exhausted before this determination was made.

These data should not be interpreted to indicate that Alabama faculties are not prepared in their areas of assigned responsibility, since they do not show how many graduate credit hours teachers have in their respective areas of assignment. Substantially all may be presumed to meet the standards of the Southern Association of Colleges and Schools, namely eighteen graduate semester hours in the subject areas taught.

The respondents were largely, 53 per cent (423) "very satisfied" or 39 per cent (314) "satisfied" with junior college work as a career, and 48 per cent (353) expected to remain permanently in this field of work. Twelve per cent (100) indicated they did not expect to continue in junior college work, while 45 per cent (339) did "not know" regarding expectations of continued employment.

Educational Attainments and Needs

The majority of the respondents, 77 per cent held masters' degrees, seven per cent reported the Specialist in Education as the highest degree attained, four per cent held doctorates, ten per cent were at the bachelor's degree level, and one per cent reported "no degree". The median number of credits earned beyond the highest degree was ten, with individual responses ranging from zero to "over 150" quarter credits.

Most respondents indicated a desire to enroll in graduate level courses offered by Auburn University in the various disciplines. Their replies showed a strong interest (451 requests) in graduate courses designed especially for instructors teaching in junior colleges. Nearly as many (355) requests were made for "regular" graduate courses. In addition, seventy-four requests were recorded for undergraduate courses in specific disciplines.

Schedule 1 shows the number of requests for courses in each category (i.e., "special" graduate courses designed for junior college personnel, regular graduate courses, undergraduate courses.) in each discipline or department. The requests from five geographic areas considered to be outside normal commuting distance from Auburn University (at Auburn or Montgomery) were tabulated. A study of Schedule 1 reveals locations where interest might justify "field service" type course offerings.

SCHEDULE 1

FREQUENCY OF COURSE REQUESTS BY CATEGORIES,
SUBJECT AREAS AND GEOGRAPHICAL AREAS

SUBJECT	Area 1 (Decatur) S	G	UG*	Area 2 (Birmingham) S	G	UG*	Area 3 (Gadsden) S	G	UG*	Area 4 (Bay Minette) S	G	UG*	Area 5 (Enterprise) S	G	UG*	TOTAL S	G	UG**
Agricultural Economics and Rural Sociology	1	0	0	1	1	1	1	1	0	1	1	1	1	3	0	5	7	2
Art	1	2	1	1	3	1	0	0	0	1	0	1	1	2	1	5	7	4
Botany and Plant Pathology	1	4	0	1	2	2	3	2	0	2	1	1	1	3	0	8	13	3
Business and Economics	5	3	0	→ 11	13	2	→ 7	4	0	→ 7	2	1	→ 5	3	1	40	27	4
Chemistry	1	1	3	3	4	4	3	0	1	6	0	1	3	1	0	16	8	9
Economics and Geography	3	0	1	1	5	1	3	2	0	0	3	1	0	3	0	8	15	3
Administration & Supervision	→ 10	4	0	→ 17	8	0	→ 11	5	0	→ 9	1	0	→ 9	5	0	64	30	0
Counselor Education	→ 7	4	0	→ 11	7	0	→ 9	1	0	→ 6	2	1	→ 5	4	0	42	23	1
Foundations of Education	3	2	1	→ 7	2	1	5	0	0	1	1	1	3	1	0	25	8	3
Health and Physical Education	5	3	0	3	3	1	2	2	0	5	1	0	4	2	0	25	11	1
Interdepartmental Education	→ 5	4	0	→ 11	3	0	8	0	0	4	0	1	4	1	0	36	9	1
Vocational, Technical, and Practical Arts	1	2	0	→ 12	3	1	5	3	0	5	0	1	3	1	0	30	9	2
English	→ 6	9	0	→ 4	8	2	→ 11	1	0	5	2	1	→ 5	5	0	35	29	3
French	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	6	3	3
Spanish	2	0	0	1	0	1	1	0	0	0	0	1	1	1	0	6	1	2
German	0	2	1	0	1	1	0	1	0	2	0	1	0	2	0	3	7	3
Geography	3	0	1	1	1	1	0	2	0	1	1	1	0	3	0	5	7	3
History	3	2	0	→ 1	9	1	2	4	0	→ 1	7	1	1	7	0	10	31	2
Mathematics	1	3	0	→ 12	12	3	→ 6	4	1	4	0	0	5	3	0	32	24	4
Music	3	1	1	5	0	1	2	0	0	3	0	1	2	1	0	17	2	3
Physics	2	0	1	0	2	0	1	3	0	3	0	2	3	1	0	9	7	5
Political Science	3	2	0	1	6	1	1	1	0	3	2	1	1	5	0	10	16	2
Psychology	5	3	0	→ 8	8	1	→ 6	3	0	2	2	1	3	4	0	29	24	2
Sociology	4	1	0	2	5	1	4	4	0	1	1	1	1	5	0	16	19	2
Speech	5	1	1	1	1	2	0	2	0	3	1	2	2	2	0	12	8	5
Zoology-Entomology	3	2	0	3	3	1	3	1	0	3	1	1	2	2	0	15	10	2

*S-Special
*G-Graduate
*UG-Undergraduate

**Total figures include requests from four additional junior colleges located within commuting distance of Auburn University at Auburn and at Montgomery. Thus they may exceed the sums of requests of the five areas tabulated.

→ Indicates geographic areas and subject fields in which responses indicate potential enrollments sufficient to support a class.

Most of the population (539) reported that they had taken no formal course dealing with junior college education, but 70 per cent (562) indicated a willingness to enroll in such courses, if they were available. (Slightly over one-half the respondents (444) had taken a course or courses concerned with secondary education.) Schedule 2 contains the frequency of course requests for Auburn University courses in professional education, in order of frequency of requests.

SCHEDULE 2

Course Number	Course Title	Frequency
IED 645	Teaching the Marginally Prepared College Student	339
IED 665	The Community College	268
IED 666	Improving Undergraduate Instruction	241
IED 663	The American College and University	183
AED 618	Organization and Administration of Higher Education	161
AED 697	Student Personnel Work in Higher Education	112
VED 608	Administration of Vocational Education	83
All Counselor Education (CEA) courses		65

In response to a question regarding locations at which these courses might be offered, responses indicated preferency for nearby locations:

Location	Frequency
At Auburn University Campus	58
At Auburn University, Montgomery	17
Within one hours drive of local junior college	472

Summary and Conclusions

From the data collected a picture emerges of the "average" professional person employed in an Alabama junior college. He is a thirty-nine year old, married man. Four years ago he took a position in an Alabama junior college after about ten years experience in public education in the Southeastern United States. He holds a master's degree from an Alabama public university and has done about ten credit hours of graduate work beyond the degree. He is well satisfied with his work in the junior college and intends to continue in such work as a career.

Of particular interest to Auburn University are the findings indicating that this typical junior college person, although technically well qualified for his position, recognizes and indicates his need for further graduate education. This need is directed both at upgrading his competence in the disciplines and in furthering his professional education. The dimension of the need for further education is detailed in the text and in Appendix A. In summary, 880 requests were made for courses in academic areas, and 1705 requests were made for courses in professional education.

It is apparent that Auburn University could provide a significant service to the personnel of Alabama junior colleges by finding ways to bring graduate classes to these potential clients. Of 547 responses, 86 per cent (472) requested classes taught "within one hour's drive of my junior college", while 58 requests for courses at Auburn and 17 at Montgomery were received.

Suggestions for further research

The data collected for this study lend themselves to further analysis as time and resources permit. The data contain answers to such questions as those listed below.

1. To what degree do primary teaching assignments of faculty correlate with their principal areas of graduate study?
2. Are teachers of certain subject areas more desirous of further graduate study than all teachers?
3. Do faculties of junior colleges where the Auburn University course IED 665 has been taught have different attitudes toward the mission of the junior college than do faculties which have not had this experience?
4. What other factors (e.g., size of institution, location, educational level of faculty member, teaching field, etc.) seem to influence the degree of acceptance of a "comprehensive" philosophy of junior college functions?
5. Considering the preponderance of "local" personnel, are their characteristics and attitudes different from those of the minority of "cosmopolitan" personnel?
6. Are the characteristics of the faculties of the more recently organized junior colleges different from the faculties of the ten colleges opened in September 1966?
7. How do characteristics of Alabama junior college personnel compare with those of junior college personnel in other states and nationwide?

APPENDIX A

Participating Colleges

Alexander City State Junior College
Alexander City, Alabama 35010

Albert P. Brewer State Junior College
Fayette, Alabama 35555

John C. Calhoun State Technical Junior College
Decatur, Alabama 35601

Jefferson Davis State Junior College
Brewton, Alabama 36426

Enterprise State Junior College
Enterprise, Alabama 36631

Gadsden State Junior College
Gadsden, Alabama 35903

Patrick Henry State Junior College
Monroeville, Alabama 36460

Jefferson State Junior College
Birmingham, Alabama 35215

T. A. Lawson State Junior College
Birmingham, Alabama 35211

Mobile State Junior College
Mobile, Alabama 36603

Northeast Alabama State Junior College
Rainsville, Alabama 35986

Northwest Alabama State Junior College
Phil Campbell, Alabama 35581

Snead State Junior College
Boaz, Alabama 35957

Southern Union State Junior College
Wadley, Alabama 36276

George C. Wallace State Technical Junior College
Dothan, Alabama 36301

Lurleen B. Wallace State Junior College
Andalusia, Alabama 36420

James H. Faulkner State Jr. College
Bay Minette, Alabama 36507

Marion Institute
Marion, Alabama 36756

Alabama Christian College
Montgomery, Alabama 36109

Selma University
Selma, Alabama 36701

Walker College
Jasper, Alabama 35501

Cullman College
Cullman, Alabama 35055

APPENDIX B

Letters of Transmittal and Questionnaire Instrument with Frequency of Responses Entered

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

Dear Junior College Colleague:

The State Department of Education shares the concern of Auburn University for assuring the availability of relevant educational opportunities for junior college personnel. The enclosed questionnaire will provide information regarding the educational needs and aspirations of junior college people, as well as other useful data. This information will, I believe, benefit the junior college faculties and administration in their continuing efforts to serve their students better.

Since the interests of the junior colleges of Alabama will be served by as complete a return as possible, I urge you to cooperate in completing and returning this questionnaire promptly.

Yours sincerely,

Ernest Stone
State Superintendent of Education

ES/mp

Enclosure

GENERAL INFORMATION AND INSTRUCTIONS

The Junior College Leadership Program of Auburn University's School of Education has initiated an extensive state-wide survey to determine educational backgrounds, attitudes and philosophy, present assignments in relation to prior preparation, and desire to continue formal education of faculty and staff members in Alabama's junior colleges. The purpose of this questionnaire is to collect information for use in this study.

This questionnaire is being sent to every teacher, counselor, and administrator. No signature is necessary, and the completed questionnaires are to be in no way identified with individual respondents. The code number which has been supplied in item 1 is the code number assigned to your college. Much of the information derived from this survey would be useless unless we can determine the institution from which it came. Example: Twenty people from your institution indicate their desire to enroll in a graduate course specifically designed to assist them in their junior college work. We would need to identify the institution in order to know where such a class might be beneficial.

A survey of this type placed certain restrictions on available answers to some questions. If the answer is a numerical quantity, i.e., your age, please check the most nearly correct answer. If the answer indicates an attitude or an opinion, select the answer most nearly representative of your position. It is emphasized that these questions should be answered from a purely personal point of view.

When your response to a question is "Other", please write in appropriate word(s) if you can describe what "Other" means in your particular situation.

Please endeavor to provide an answer to every question.
You are requested to complete the questionnaire and return it to:

Dr. E. B. Moore, Jr.
2084 Haley Center
Auburn University
Auburn, Alabama 36830

in the enclosed envelope.

Please return the completed questionnaire no later than April 24, 1970.

When you have returned the completed questionnaire, please sign the enclosed 5x8 card and give it to your Dean.

The purpose of this project is to secure information which may enable us to be of greater service to you. Your prompt assistance is appreciated.

1-2. Code Number for Institution_____

3. What is your present position in your junior college?

A full-time member of the staff and faculty with duties as:

590 1. Full-time teacher
64 2. Full-time administrator
10 3. Part-time teacher
24 4. Full-time counselor
9 5. Part-time teacher - part-time counselor
7 6. Part-time administrator - part-time counselor

OR

A part-time member of the staff and faculty with duties as:

57 7. Part-time teacher
4 8. Part-time administrator
1 9. Part-time counselor

4. What is your age? (Your last birthday.)

38 1. 20-24
187 2. 25-29
147 3. 30-34
113 4. 35-39
96 5. 40-44
60 6. 45-49
64 7. 50-54
41 8. 55-59
50 9. 60 or over

5. Sex

494 1. Male
305 2. Female

6. What is the highest degree you have earned?

9 1. No Degree
82 2. Bachelors
615 3. Masters
534 4. Ed.S.
30 5. Earned Doctorate
1 6.

PLACE AN X IN THE APPROPRIATE BLANK IN EACH COLUMN.	What area of study listed below corresponds most nearly to the area in which your highest degree was earned?	What area of study corresponds most nearly to your present primary job assignment?	What area of Study corresponds most nearly to course work you have done beyond your highest degree?
Area of Study	7-8	9-10	11-12
01 Agriculture	2	0	0
02 Biological Science	47	43	33
03 Business and Commerce	86	83	49

(Continued on next page)

Area of Study	7-8	9-10	11-12
04 Primary or Elementary Education	5 12	1 17	1 60
05 Nursing Education	46	31	30 11
06 Educational Administration	16	15	69
07 Engineering	99	101	26
08 English	39	36	9
09 Fine Arts	12 3	16 2	5 4
10 Foreign Language	8	7 0	0
11 Curriculum & Instruction	0	6	3
12 Home Economics	3	3	2 0
13 Industrial Arts	2	0	3
14 Vocational Education	0	12 0	0
15 Distributive Education	2	32	10
16 Industrial Education	0	65 1	47 2
17 Data Processing	21	48	39
18 Journalism	52	30	29 7
19 Library Science	1	12 3	8
20 Mathematics	43	72	61
21 Philosophy	18	30	30
22 Physical and Health Education	14	12	8
23 Physical Sciences	10	3	21
24 Psychology	67	17	47
25 Religion	33	26	42
26 Social Sciences	12		
27 Guidance/Counseling	44		
28 Speech	7		
29 Secondary Education	33		
30 Higher Education			
31 Other _____ (Specify)			

13. Indicate the number of quarter hours you have earned beyond your highest degree

244	1. None	15	6. 61-75
241	2. 1-15	11	7. 76-90
118	3. 16-30	5	8. 91-105
77	4. 31-45	6	9. 106-120
58	5. 46-60	26	10. More than 120

14. How many years have you taught or worked in junior colleges: (Including this year)

165	1. One	31	6. Six
107	2. Two	13	7. Seven
108	3. Three	20	8. Eight or more
135	4. Four	32	9. Less than one year
134	5. Five		

15. How many years have you taught or worked in the junior college where you are now employed?

184	1. One	209	5. Five or more
107	2. Two	12	6. Less than one year
117	3. Three		
138	4. Four		

(Continued on next page)

16. What is your overall attitude toward junior college work as a career?

423 1. Very satisfied
314 2. Satisfied
20 3. Indifferent
22 4. Dissatisfied
12 5. Very dissatisfied

17. How many formal courses have you taken which were specifically designed to prepare you for teaching in a junior college in contrast to teaching at some other level of education?

140 1. One
65 2. Two
43 3. Three
65 4. Four or more
475 5. None

18. Have you participated in an in-service program where considerable attention was directed to junior college curriculum and purpose? (If so, in how many such programs have you been a participant?)

175 1. One
86 2. Two
39 3. Three
70 4. Four or more
408 5. None

19. What is your marital status?

138 1. Single
602 2. Married
21 3. Widowed
0 4. Separated
36 5. Divorced

20. Have you served in the Armed Forces?

239 1. Yes
551 2. No

21. Are you retired from the Armed Forces?

28 1. Yes
712 2. No

22. Have you had "teaching" as a primary assignment in industry, for the Federal government, or while in the Armed Forces? (if so, how many years?)

658 1. Have not taught for these agencies
24 2. 1 year
14 3. 2 years
9 4. 3 years
7 5. 4 years
2 6. 5 years
3 7. 6 years
1 8. 7 years
13 9. 8 years or more

(Continued on next page)

23. What was the principal method by which you obtained your present position?

172 1. Sought out by President or Dean
81 2. Recommended by fellow teacher
26 3. Recommended by graduate professor
15 4. Placement procedure of graduate school
195 5. Your initiative by letter
162 6. Your initiative by personal visit to school
32 7. You were in some other school in the same junior college area
17 8. Commercial placement agency
47 9. Other (Please specify) _____

If you have taught in primary, elementary, or secondary schools, what were the two principal reasons that influenced your change to the junior college? (On this and similar double questions, please answer both of the questions.)

24. First Reason

96 1.
18 2.
25 3.
85 4.
86 5.
85 6.
48 7.
93 8.

15. Second reason

99 1. Higher yearly pay
30 2. More prestige
29 3. Better hours
107 4. Prefer older students
28 5. More independence in work
63 6. Advanced subject matter
38 7. Other (Specify)_____
200 8. Have not taught in primary or secondary schools.

If you have taught in a four-year college or university, what were the two principal reasons that influenced your change to the junior college?

26. First Reason

29 1.
5 2.
4 3.
2 4.
7 5.
19 6.
28 7.
209 8.

27. Second Reason

20 1. Higher yearly pay
7 2. More personal prestige
12 3. Better hours
3 4. Prefer younger students
11 5. Prefer general education
20 6. Less emphasis on research
24 7. Other(Specify)_____
405 8. Have never taught in four-year college

28. During the summer sessions, how do you spend your time?

269 1. Teaching at your school
11 2. Teaching at another school
27 3. Working in industry
24 4. Rest and relax
124 5. Attend graduate school
21 6. Travel
110 7. Am on 12-month salary basis
52 8. Other_____ (Specify)

(Continued on next page)

29. Did you ever attend a junior college as a student?

158 1. Yes 639 2. No

From what type of college did you receive your degree (s)?

30. Bachelors	31. Masters	32. Ed.S.	33. Earned Doctorate
216 1.	69 1.	4 1.	5 1. Private college
79 2.	302.	3 2.	4 2. Teachers college
108 3.	27 3.	4 3.	2 3. Public college
308 4.	481 4.	52 4.	34 4. Public University
44 5.	69 5.	5 5.	3 5. Private University
3 6.	11 6.	58 6.	63 6. No Degree

Where did you obtain your degree(s)?

34. Bachelors	35. Masters	36. Ed.S.	37. Earned Doctorate
496 1.	879 1.	42 1.	14 1. Alabama
143 2.	161 2.	13 2.	12 2. Southeast
12 3.	17 3.	0 3.	1 3. Mid-Atlantic
13 4.	20 4.	0 4.	1 4. Northeast
42 5.	46 5.	1 5.	2 5. South Central
28 6.	29 6.	4 6.	4 6. North Central
19 7.	22 7.	3 7.	1 7. Southwest
4 8.	3 8.	1 8.	0 8. Northwest
4 9.	13 9.	66 9.	61 9. No Degree

38. Do you belong to national, regional, or state education associations of a general nature? (e.g., NEA, AEA, AAUP, AFT, Alabama Association of Junior Colleges, National Faculty Association of Community and Junior Colleges, etc.) (If so, how many?)

188	1. One	49	4. Four
204	2. Two	30	5. Five or more
125	3. Three	187	6. None

39. Do you belong to professional or scholarly organizations related to your subject matter areas? (If so, how many?)

279	1. One	30	4. Four
198	2. Two	19	5. Five or more
112	3. Three	141	6. None

40. To how many professional periodicals do you subscribe?

158	1. One	67	4. Four
209	2. Two	64	5. Five or more
174	3. Three	120	6. None

41. Did you belong to a college social fraternity or sorority?

213 1. Yes 577 2. No

(Continued on next page)

Did you obtain your degree primarily by attending school full-time or on a part-time basis?

42. Bachelors		43. Masters		44. Ed.S.		45. Earned Doctorate	
708	1.	405	1.	22	1.	30	1. Full-time
61	2.	288	2.	43	2.	5	2. Part-time
4	3.	8	3.	54	3.	59	3. No Degree

46. In how many four-year colleges and universities have you taught?

185	1. One
42	2. Two
19	3. Three
4	4. Four
1	5. Five or more
540	6. None

47. How many years did you teach in four-year colleges and universities?

84	1. One
48	2. Two
41	3. Three
14	4. Four
16	5. Five
18	6. Six to ten
21	7. Eleven or more
637	8. None

48. In how many junior colleges have you taught or worked (including present one).

702	1. One
80	2. Two
8	3. Three
1	4. Four
2	5. Five or more

49. In what other region have you taught in a junior college?

4	1. Mid-Atlantic
6	2. Northeast
13	3. South Central
1	4. North Central
8	5. Southwest
1	6. Northwest
31	7. Southeast - other than Alabama
718	8. No other region

50. Do you expect to continue in the junior college field until you retire from full-time employment?

353	1. Yes
100	2. No
239	3. Do not Know

(Continued on next page)

51. Have you had specific college course(s) dealing primarily with junior college curriculum and purpose? (If so, how many?)

163 1. One
57 2. Two
18 3. Three
15 4. Four or more
539 5. None

52. For the most part, were your education courses designed for work in

12 1. an elementary school
444 2. a secondary school
53 3. a junior college
58 4. a four-year college
27 5. industry, armed forces, or government agency
141 6. I have had no such courses

(53 through 90) If graduate courses were available which were specifically designed to assist you in junior college work, would you enroll? (If yes, please indicate place and time preference.)

53. Would you enroll?

562 1. Yes (If "Yes", continue with items 54 through 90)
214 2. No (If "No", omit items 54 through 89, and continue with 90.)

54. Place: (Your preference)

58 1. Auburn Campus
472 2. Field Lab course within one hour's drive of my junior college.
17 3. Auburn's Montgomery Campus

55. Time of year: (Your preferences)

42 1. Fall Quarter
44 2. Winter Quarter
37 3. Spring Quarter
125 4. Summer Quarter
258 5. No preference

Please check those of the following courses dealing with junior college education in which you would enroll under conditions checked in items 54 and 55.

56.	268	1.	IED 665	The Community College
57.	112	2.	AED 697	Student Personnel Work In Higher Education
58.	161	3.	AED 618	Organization and Administration of Higher Education
59.	83	4.	VED 608	Administration of Vocational and Practical Arts Education
60.	183	5.	IED 663	The American College and University
61.	339	6.	IED 645	Problems of Teaching The Marginally Prepared Student
62.	241	7.	IED 666	Undergraduate Instruction in Higher Education

(Continued on next page)

63. 74 8. Other (Specify)_____

If you would enroll in graduate courses specifically designed to assist you in your junior college work (i.e., eight-week summer classes concerned with new knowledge, new approaches, current problems, or selected topics in your field), please check the appropriate field(s) in column I.

If regular graduate courses would better meet your needs, check column II.

If certain undergraduate courses would be more desirable, check in column III.

	Field of Study	I Special Courses for Junior College Personnel	II Regular Graduate Courses	III Under-graduate Courses
64.	Agricultural Economics and Rural Sociology	5 1.	7 2.	2 3.
65.	Art	5 1.	7 2.	4 3.
66.	Botany and Plant Pathology	8 1.	13 2.	3 3.
67.	Business and Economics	40 1.	27 2.	4 3.
68.	Chemistry	16 1.	8 2.	9 3.
69.	Economics and Geography	8 1.	15 2.	3 3.
70.	Administration & Super-vision	64 1.	30 2.	0 3.
71.	Counselor Education	42 1.	23 2.	1 3.
72.	Foundations of Education	25 1.	8 2.	3 3.
73.	Health and Physical Education	25 1.	11 2.	1 3.
74.	Interdepartmental Education	36 1.	9 2.	1 3.
75.	Vocational, Technical, and Practical Arts	30 1.	9 2.	2 3.
76.	English	35 1.	29 2.	3 3.
77.	French	6 1.	3 2.	3 3.
78.	Spanish	6 1.	1 2.	2 3.
79.	German	3 1.	7 2.	3 3.

(Continued on next page)

(continued)

Field of Study	I Special Courses	II Regular Graduate	III Undergraduate
80. Geography	5 1.	1 2.	3 3.
81. History	10 1.	31 2.	2 3.
82. Mathematics	32 1.	24 2.	4 3.
83. Music	17 1.	2 2.	3 3.
84. Physics	9 1.	7 2.	6 3.
85. Political Science	10 1.	16 2.	2 3.
86. Psychology	29 1.	24 2.	2 3.
87. Sociology	16 1.	19 2.	2 3.
88. Speech	12 1.	8 2.	5 3.
89. Zoology-Entomology	15 1.	10 2.	2 3.

90. If you have other educational needs not described above, please describe them. 674. no repose 127 responses

(91. through 123.) Indicate the degree of importance that should be attached to the following functions which might be performed by a junior college in Alabama.

Circle your preference as follows:

1. Very important function of a junior college
2. Important function of a junior college
3. Of little importance as a junior college function
4. Should not be a function of a junior college

	1	2	3	4	
91.	547	199	11	12	Guided or developmental studies in English (written)
92.	425	291	33	13	Guided or developmental studies in mathematics
93.	456	232	47	27	Guided or developmental studies in study skills
94.	498	212	35	17	Guided or developmental studies in reading
95.	460	269	27	15	Transfer (college parallel) program

(Continued on next page)

1. Very important function of a junior college
2. Important function of a junior college
3. Of little importance as a junior college function
4. Should not be a function of a junior college

	0	1	2	3	4	
96.	33	417	266	55	30	Career or Occupational Programs
97.	36	239	371	122	33	Adult non-credit courses
98.	29	388	321	48	15	Evening courses of all types
99.	40	92	170	219	280	High school completion courses
100.	35	159	303	191	113	Adult vocational courses
101.	39	94	274	257	137	Elderly citizens courses
102.	43	255	331	122	50	General education courses
103.	42	127	360	200	72	Public Forums
104.	27	203	391	136	44	Concerts, plays, etc.
105.	28	211	397	133	32	Adult personal enrichment courses, e.g., art, music, literature
106.	33	284	293	114	77	Counseling on personal problems
107.	31	391	308	54	17	Career selection counseling
108.	37	223	374	135	32	Student government
109.	38	184	406	140	33	Student interest clubs and honorary societies
110.	31	229	389	119	33	Student recreation
111.	50	235	368	120	28	Student government
112.	34	180	412	134	41	Athletics (intercollegiate and/or intramural)
113.	28	396	316	50	11	Provide financial assistance to students
114.	28	179	389	149	56	Preparation for marriage and family
115.	31	211	345	162	52	Developing good health habits
116.	33	211	404	117	36	Developing social competence
117.	31	301	379	71	19	Developing civic responsibility
118.	35	187	399	132	48	Data gathering on students and its use by the faculty
119.	25	217	398	126	35	Short courses for business and industry
120.	58	136	230	199	178	Restricted admission policy to college transfer courses
121.	36	127	272	234	132	Broad range of non-credit vocational courses
122.	36	296	334	93	42	Associate degree for technical and semi-professional courses
123.	36	91	191	257	226	Serve as an area center for high school students for vocational non-credit courses

(124. through 127.) Indicate the degree of your agreement-disagreement with the following statements using the scale:

1. Strongly agree
2. Agree
3. No opinion
4. Disagree
5. Strongly disagree

Circle the number of your preference.

124. 1 2 3 4 Occupational preparation programs are well accepted by the junior college faculty as a part of the function of a junior college.

18 0. 128 1. 306 2. 174 3. 168 4. 7 5.

125. 1 2 3 4 It is easier to recruit students for occupational programs taught in junior colleges than in vocational schools.

21 0. 102 1. 274 2. 292 3. 107 4. 5 5.

126. 1 2 3 4 With industry requiring more and more education and skill preparation for jobs, the junior colleges should become post-high school job centers.

25 0. 83 1. 205 2. 176 3. 284 4. 28 5.

127. 1 2 3 4 I would prefer to teach in a comprehensive community college setting than in a "traditional junior college".

23 0. 191 1. 204 2. 221 3. 146 4. 16 5.

Corrected Copy

WHAT IS:

(This is a true statement of the present status of your junior college.)

Please indicate your agrement/disagreement with the following statements using this scale:

5. Strongly agree
4. Agree
3. No Opinion
2. Disagree
1. Strongly Disagree

WHAT SHOULD BE :

(It ought to be this way at your junior college.)

Circle your preference.

WHAT IS:

172.	5	4	3	2	1	0	1. All high school graduates and other persons over 18 who can profit from the instruction are admitted as regular students.	173. 5 4 3 2 1 0 372 193 17 85 41 90
	422	196	20	64	38	61		
174.	5	4	3	2	1	0	2. This admissions policy is implemented by proficing programs at appropriate levels for all students.	175. 5 4 3 2 1 0 278 240 70 46 24 143
	126	259	101	148	49	118		
176.	5	4	3	2	1	0	3. Such an "open admissions" policy makes it difficult to associate this junior college with higher education.	177. 5 4 3 2 1 0 69 105 73 244 191 119
	98	166	78	252	134	99		
178.	5	4	3	2	1	0	4. Such an "open admisions: policy makes this junior college more like a high school than a college.	179. 5 4 3 2 1 0 59 70 52 259 244 117
	125	137	46	260	155	78		
180.	5	4	3	2	1	0	5. This junior college should strive to build an "image" more closely associated with higher education.	181. 5 4 3 2 1 0 241 177 60 136 72 115
	154	223	91	166	78	89		
182.	5	4	3	2	1	0	6. A more selective admissions policy would be beneficial to this junior college.	183. 5 4 3 2 1 0 119 122 67 219 159 115
	68	110	95	256	186	86		
184.	5	4	3	2	1	0	7. The primary purpose of this junior college is to prepare students who will transfer to senior institutions.	185. 5 4 3 2 1 0 104 171 52 234 128 112
	117	201	60	241	98	84		
186.	5	4	3	2	1	0	8. This college is actively fulfilling its obligations in community development.	187. 5 4 3 2 1 0 284 288 58 36 26 109
	116	304	106	138	54	83		
188.	5	4	3	2	1	0	9. Vocational-technical education should be an integral part of the curricular offerings of the community junior college.	189. 5 4 3 2 1 0 250 234 77 60 58 102
	163	266	106	119	62	85		
190.	5	4	3	2	1	0	10. The marginally prepared student coming to your junior college has little chance of earning an Associate degree.	191. 5 4 3 2 1 0 57 111 66 303 153 111
	64	139	71	330	113	84		
192.	5	4	3	2	1	0	11. The junior college should have as one of its principal functions the remediation of the marginally prepared student.	193. 5 4 3 2 1 0 253 240 77 86 32 113
	167	299	111	103	44	77		
194.	5	4	3	2	1	0	12. Continuing/adult education is a primary function of the junior college.	195. 5 4 3 2 1 0 231 292 65 81 24 108
	149	310	96	133	28	85		
196.	5	4	3	2	1	0	13. An effective program of student personnel services, including counseling and guidance, is a necessity in the junior college.	197. 5 4 3 2 1 0 434 207 25 17 12 106
	267	307	42	59	42	84		
198.	5	4	3	2	1	0	14. A program for general education is a basic part of the junior college offerings.	199. 5 4 3 2 1 0 338 276 45 23 6 113
	239	368	55	40	15	84		
200.	5	4	3	2	1	0	15. Junior college facilities are always available for community activities, subject only to prior needs of the college itself.	201. 5 4 3 2 1 0 337 237 66 39 14 108
	204	278	121	82	34	82		